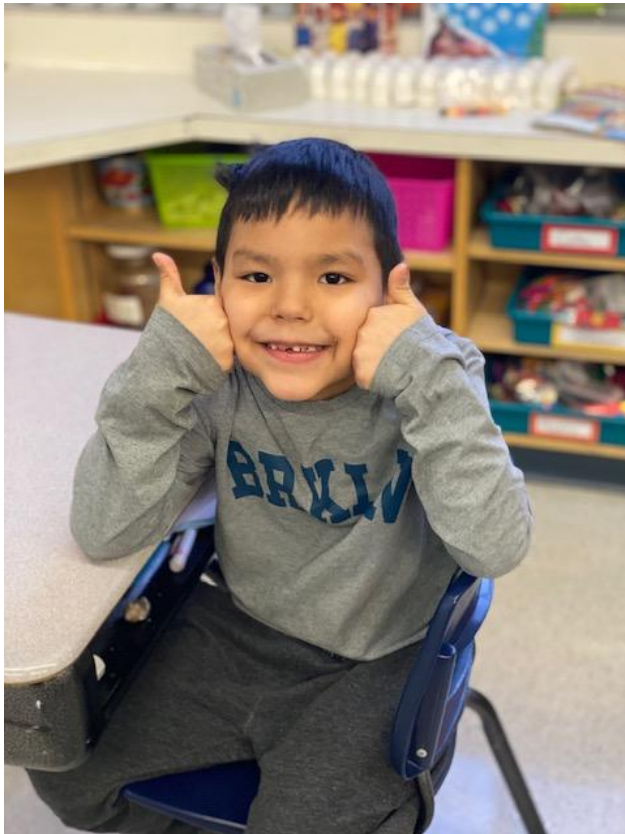


Manning Elementary School 2021-2024 Education Plan



Mission

Learning together, succeeding together through academics, athletics and the arts.

Vision

Manning Elementary School is a positive learning community where students achieve to the best of their ability academically, physically and socially.

Principle Beliefs

- ❑ We value respect for yourself, others and property
- ❑ We value a commitment to lifelong learning for staff, students and parents
- ❑ We value active living and healthy life choices
- ❑ We appreciate the uniqueness and differences of learners with guide our instruction
- ❑ We strive for continuous improvement as a professional learning community
- ❑ We believe hope is the seed of success, celebrate success!



PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/achievement
2. Numeracy development/achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate.

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate.

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Performance measures for Goals One and Two - Literacy and Numeracy:

1. (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 4 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
6. (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;
8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on English Language Arts Diploma Exams and Mathematics Diploma Exams.

School strategies for Goal One – Literacy:

1. PRSD Literacy Assessment Framework is adopted at the school level to ensure data collection and progress monitoring.
2. Data is analyzed (PATs, RCAT, writing analysis, benchmarks and progress monitoring).
3. PLCs are embedded to monitor and collaborate for the improvement of tier 1 (whole class) instruction and examination of tier 2 and 3 needs.
4. Instruction is data driven and targets students at their currently assessed levels.
5. Multi-aged levelled Guided Reading is implemented for grade 1-6, and includes collaborative planning and instruction.
6. Response to Intervention model is followed and includes targeted intervention time.
6. MES Guaranteed Curriculum is followed for both reading and writing and revisited yearly for clarification and updates.
7. Best practices are continually identified and shared (including resources and supports).
8. Targeted professional development reflects identified areas of need.
9. MES Literacy Continuum of Supports is reviewed and updated regularly.



School strategies for Goal Two – Numeracy:

1. PRSD Numeracy Assessment Framework is adopted at the school level to ensure data collection and progress monitoring.
2. Data is analyzed (PATs, MIPI, NCAT, math running records).
3. PLCs are embedded to monitor and collaborate for the improvement of tier 1 (whole class) instruction and examination of tier 2 and 3 needs.
4. Instruction is data driven and targets students at their currently assessed levels.
5. Math Workshop, including Guided Math, implemented for grade 1-6; and includes collaborative planning and instruction.
6. Explore integrating multi-age guided math group rotations into grades 4-6 instruction.
6. Response to Intervention model is followed; targeted math intervention time will be scheduled.
6. PRSD math scope and sequence will be implemented in the 2021-2022 school year.
7. Best practices are continually identified and shared, including resources and supports.
8. Targeted professional development reflects identified areas of need.
9. MES Numeracy Continuum of Supports will be reviewed and updated.
9. “Numeracy Classroom Look Fors” walk through documents will be developed and shared.



GOAL THREE – All students are successful through inclusionary practices in an engaging culture.

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture:

1. (PRSD) The percentage of students receiving individualized programming services;
2. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPP) and Behaviour Support Plans (BSPs);
3. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
4. (PRSD) The percentage of schools that implemented strategies to address the top five most important issues expressed by students in the 2021 Student Mental Health and Wellness Survey;
5. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
6. (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
7. (ABEd) The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
8. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
9. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;

10. (ABEd) The percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

School strategies for Goal Three: Inclusionary and Responsive Culture

1. Tier 1 programming and targeted interventions by the Youth Education Support Worker and Divisional Social Worker are implemented.
2. Communication to families is focused upon the relevance of school-based skills in the future workplace. Examples include independence, homework completion, timelines and accountability.
3. Cross grade family rooms with a character education focus are in place.
4. Community involvement opportunities are promoted and encouraged – exposing students to role models and highlighting the importance of volunteering and being an active citizen both within the school and in the greater community (ie. SHOTS Helpers, Grade Six Legacy Project, Roots of Empathy, Christmas Hamper Program, Terry Fox, Junior ATB, Lodge Buddies).
5. Culture specific content is integrated into programming (ie. FNMI Music Alive focus).
6. Subject specific specialists are utilized where possible.
7. MES Student Discipline and Supervision Plan includes Effective Behavioural Supports (EBS) expectations and matrices displayed throughout the school. The plan is clear, consistent and reviewed regularly by staff and the School Council.
8. All school actions relate to MES' mission, vision and principle beliefs.
9. Differentiated instruction is based upon data analysis of student needs. Programming for complex needs is integrated into class activities.
10. Opportunities for family involvement in school activities and decision making are available.



School Budget Considerations

General

1. Our student population is decreasing. Adequate staffing needs to be maintained to allow for appropriate interventions and supports (i.e. special needs supports, speech, etc.).
2. Cost of supplies is increasing; notably with shipping. This must be taken into consideration when determining budget priorities.
3. Manning Elementary School is located in a remote community. High quality experiences need to be provided. This comes at a cost, especially where travel is concerned.

Goal One: All students are literate

1. Resources are well used and need to be replaced and updated as required (Guided Reading, audiobooks/players, LLI).
2. Purchase materials to support independent Guided Reading groups.
3. Professional development support needs to be maintained to ensure staff are up to date on the most effective and current teaching strategies.

Goal Two: All students are numerate

1. A tier 2 intervention support program needs to be investigated and purchased.
2. Additional math supports (to enhance Math Workshop) are required.
3. Professional development is required to ensure all staff are literate in Math Workshop and intervention programs.

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Students with complex needs require specialized equipment and space. Specified staff professional development is necessary to ensure adequate support for students.
2. An on-site speech aide is required to support a high number of identified students requiring intervention. This includes specified materials that can be integrated into classroom settings.
3. Adequate staffing level is needed to support Response to Intervention, enabling collaborative response meetings, data analysis, differentiated planning and implementation.